# Reading Lesson Plan

**Reading/understanding inflectional endings—3rd Grade**

**Standard, EARL, GLE**

EALR 1: The student understands and uses different skills and strategies to read.

Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.

\* Use the meanings of prefixes, suffixes, and abbreviated words to determine the meaning of unknown words in grade-level text.

**Learning Objectives:**

\***Schema**: Student has a limited understanding of word suffixes and tenses. Student has basic understanding that inflectional endings can change word meanings.

\***TSWBAT**: The student will be able to use vocabulary words in sentences. They will also have a better understanding of inflectional endings and how they change word and sentence meaning.

**Assessment Monitoring:**

**Formative:** Evaluation through listening to students create sentences as a class, monitoring students as they fill out suffix chart to ensure accuracy, viewing students’ work as they work through the classroom assignment.

**Summative:** Checking student homework for accuracy the following day.

**Instruction**

**-Anticipatory Set:** “Time to work on reading.” Did everyone practice their spelling words last night?

\*Begin PowerPoint with spelling words

\*Have students read the words aloud as they appear on the screen

-**State** **learning** **target** and let them know we are working with our spelling words to practice our understanding of suffix meaning and using them in sentences to help them understand sentences better. Read learning outcomes aloud together.

-**Learning Episode:**

\*Ask for volunteers to demonstrate example sentences

\*Read sentence examples and point out the importance of inflectional endings. Use the volunteer examples to show how they can change word/sentence meaning.

\*Go over brief review of inflectional endings we have been working on.

\*Return to spelling word screen on power point and have students look at the bottom line of words. Have them point out the suffixes of these words and what the suffixes mean (Ex: past tense, present tense, plural).

\*Create sentences, as a class, using words

\*Use name sticks to draw names. First student chooses a practice word, second student creates a sentence with the chosen word, third student adds-on to initial sentence using another practice word.

\*Repeat this process until all student names have been drawn and all have participated.

\*As sentences are made, discuss whether the sentences were past tense, plural, or present tense.

\*Also discuss how add-on sentences can be placed at the end or the beginning of the initial sentence.

\*Bring up review screen again and point out new information regarding **sh** and **ch** word endings.

\*Look at new vocab list and read words aloud together.

\*Work through 2 sets of sample sentences showing how suffix change can change meanings.

-**Guided Practice:**

\*Pass out Word Suffixes chart

-Have students work with their elbow partners to complete

-Have them raise their hand to get assignment checked when done.

\*Pass out Word Suffixes Cont. and have them work quietly on the assignment (if time allows, otherwise this will be included with homework).

\*Observe students’ progress as they work on the handouts, verifying that they understand. Answer questions as needed.

-**Closure:** “Let’s have a quick review.”

\*Bring up final review screen and go over information

-Someone tell me what adding an “S” or and “ES” to a word does

-Why do we add “ES” to some words instead of “S”?

-Someone tell me what adding an “ED” to a word does

-Does everyone understand these suffixes?

-Any questions?

\*Suggest that if they complete tonight’s homework, we might have some time to share our homework sentences tomorrow.

-**Independent Practice:** Pass out homework sheets & explain

\*Word Suffixes Cont. (if it has not yet been passed out)

-Put each flag word into the correct column.

\*Inflectional endings fill-in the blank

-Use the boxed words to fill-in the blanks (each word can only be used once).

\*With parent, sibling or other family member, create 4 sentences using the vocab words. Do this just like we did in class.

**Resources and Materials:**

\*Spelling words/tenses PowerPoint

\*Printed PowerPoint notes in case of computer problems

\*Printed list of vocabulary words for students if necessary

\*Name sticks for drawing names (or other necessary materials for calling on students)

\*In-class practice handouts (Word Suffixes & Word Suffixes Cont.)

\*Homework worksheets (Inflectional endings & Vocab words)

**Meeting the Needs of Diverse Learners:**

**-Ethnicity, supporting first language development:**

Make sure each student has a clear understanding of the suffixes and their meanings.

Verify that each student understands how these suffixes can change the meaning of a sentence.

\*Verify that students with English language difficulties are not paired together.

\*Closely monitor these students during guided practice to verify understanding. If extra instruction is needed, help with guided practice and have co-teacher work with students on creating more sentences using words.

**-Supporting Language Acquisition:**

Verify that students with English language difficulties and students having more difficulties understanding are paired with students with a stronger understanding.

Understanding of suffixes and how they affect words will help students understand the meanings of sentences better. Understanding suffixes will help all diverse learners by giving them learning tools to help better comprehend future wording, languages and sentences. They will be able to look at a word, recognize the suffix, and better clarify the meaning through use of understanding suffix differences.

**-Gender Equity:**

Make sure that male/female students are equally called upon. Ensure that every student is given the opportunity to participate, regardless of gender. Partners for work will be based upon classroom seating arrangement rather than student choice. This will help prevent gender grouping.

**-Special Needs Students:**

Special needs students will be given extra help via the co-teacher or a Para-educator to help with their understanding. They will be given help on an individual basis in order to allow them more practice in creating sentences and working with words.

**-Historically Marginalized Students:**

All students will be called upon equally and given equal opportunities to participate. Partners will be decided based upon seating arrangement rather than student choice. When homework is passed out, we will emphasize that the parents should be involved, but also let students know that if a parent is not available, another family member or adult is also acceptable. This will help ensure that students are not left out due to poor home situations.

**Plan for Using Personal Contact with Families**

Students will have two independent homework assignments on spelling words and inflectional endings. They will have a third homework assignment which requires a parent/guardian to work with them to create sentences using new vocabulary words. This will help parents learn what the children are currently working on and provide some mutual parent/child work.